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ABSTRACT

This manual is designed to describe and disseminate information about innovative New Jersey educational programs that have been validated by the standards and guidelines of the United States Office of Education as successful, cost effective, and exportable. Chapter 1 contains an overview of the development process for educational programs and discusses the development and dissemination capabilities which the New Jersey State Office of Program Development provides to local school districts. Topics in this section include the following: (a) basic research, development, and dissemination model; (b) the development of innovative educational programs; and (c) the dissemination of successful education programs. Chapter 2 concentrates on basic dissemination procedures. Several dissemination formats are described, and suggestions for selecting a dissemination format are discussed. Chapter 3 focuses on a dissemination program in action. This section reviews (a) awareness level activities; (b) involvement level activities; (c) commitment level activities; (d) materials; and (e) dissemination responsibilities. Apprendixes include the following: (a) the validation procedure; (b) a list of dissemination resource materials available from the Office of Program Development; (c) a list New Jersey educational programs; and (d) the mailing list for information regarding the New Jersey demonstration sites of successful educational programs. (JS)

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pathways to success

A Resource Manual for the Dissemination of Successful Educational Programs

In Jersey City, Hudson County, teachers in Public Schools Nos. 2, 33 and 41 have adapted Interning for Learning to their classrooms. Here in Public School No. 2 a teacher instructs a small group of students in reading.

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September 1974

preface

New Jersey's Emerging Development System for Education

This manual is designed to contribute to the availability of successful educational programs to schools throughout the nation. The identification and dissemination of these programs is exciting work, for this is the way that development in education can improve a child's opportunity to learn. For the past decade, the Department of Education, State of New Jersey, has worked in partnership with the United States Office of Education and the staffs of local New Jersey school districts to design, field test and disseminate innovative educational programs that address specific local needs. The scope of this work has gradually expanded and now can be called an emerging development system for education in New Jersey.

When fully operative, this development system should help New Jersey educators accurately identify local needs which will be the focus of development work, use basic research to design and field test new programs, and make successful programs easily available to all those who can use them. As similar networks are created in other states, New Jersey educators will be able to share their success widely and benefit from the success of others. The national scope of development work can be seen from the increasing number of organizations that now contribute to it. At the national level, they include not only the United States Office of Education but also the National Institute for Education and several universities. At the regional level, we on the east coast work with Research for Better Schools in Pennsylvania. And at the state level, the Division of Research, Planning, and Evaluation/Field Services in the Department of Education and the Educational Improvement Centers in the South and Northwest sections of the state work with the staffs of local school districts. Cooperative efforts among these agencies should ensure that those responsible for development are working on local needs and all who are affected by their decisions have an opportunity to contribute to them.

In a state that spends over two billion dollars annually on education, it is time that each child had the opportunity to be well educated. We believe that an effective and comprehensive development system can contribute to this. We hope you agree, for together we will be able to serve better the children and young adults of New Jersey.

Robert W. Ward, Director
Office of Program Development

Division of Research, Planning, and Evaluation/Field Services

Department of Education
State of New Jersey

September 1974

Office of Program Development
Division of Research, Planning, and Evaluation/Field Services
Department of Education
State of New Jersey

Staff members of the Office of Program Development are responsible for the organization, management, and evaluation of the Elementary and Secondary Education Act, Title III program in New Jersey. They may be called upon for technical assistance in the development and dissemination of innovative educational programs. The office's telephone numbers are (609) 292-6035 / 3010 / 8454.

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This manual was written by Dorothy Soper

Staff photos by Charles Wilson.

introduction

This manual has been prepared as a guide for New Jersey educators who are responsible for the dissemination of educational programs that have been validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable. The manual begins with an overview of the development process for educational programs that is followed by the staff of the Office of Program Development. The body of the manual articulates the theories, policies, and procedures followed by the staffs of local school districts and the Office of Program Development in the dissemination of successful educational programs.

The contribution of many persons to the development of these dissemination policies and procedures is gratefully acknowledged. In special recognition of the important contributions of the directors and disseminators of the New Jersey Elementary and Secondary Education Act, Title III programs that were validated in 1973, this manual is dedicated to them and the continuation of their work. A partial listing of their names must include:

Jeanette Alder
Lydia Battendieri
Harry Brown
James Caulfield
Edwin Ezor
Rita Gavzy
Helen Hanson
Bernard Kaminsky
Anna Kelly
Milton Knobler
Alfred Kohler
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Chapter I
A Development and Dissemination Capability in Education

In replication of Dale Avenue Performance Objective model, developed in Paterson, New Jersey, this Trenton first grader shows his observation skills by completing a puzzle.

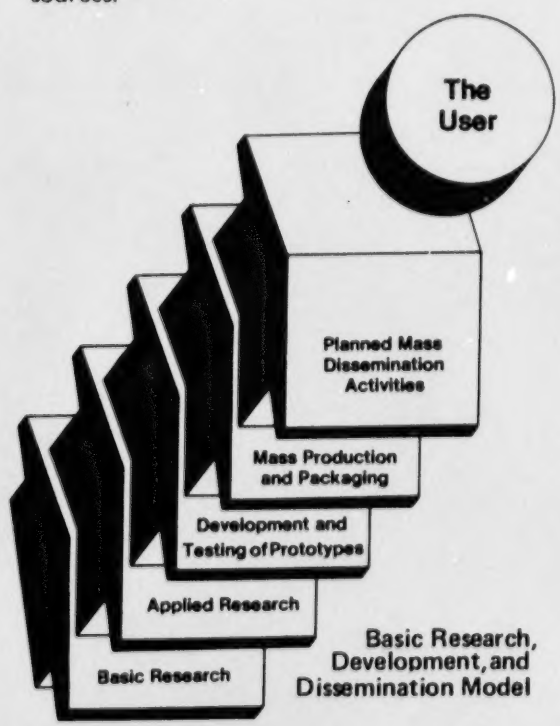
The Dale Avenue Project staff has trained educators in several New Jersey school districts and other states.

**Basic Research,
Development, and Dissemination Model**

As a people, Americans have witnessed the effectiveness of immunizations against disease, improved seeds and farming techniques, and a complex computer technology. Each development is an application of basic scientific research and each has made a significant impact on our daily lives. In the same manner, the application of research in learning theory can influence the type of education available in schools. To conceptualize how this influence can and does take place, let us look at a prototype research, development, and dissemination model based upon work in industry and the U.S. Agricultural Research and Extension system.[1]

Discussions of this model stress that research, development, and dissemination are rational processes which include careful planning, a division of labor, evaluation at each step, and that a relatively high investment in research and development pays off in the benefit that a program of high quality can bring to a large number of persons.[2] For education these discussions imply that critical needs have been addressed in research and development, and that evaluation procedures have been rigorous to the extent that only successful innovations are disseminated.

From practical experience educators know that in education neither of these assumptions is completely fulfilled. Building upon the available research, only a small number of educational needs documented at the local level has been addressed by developers. In some cases the developers of new programs do not follow research conclusions. The evaluation of developmental programs has not been uniformly rigorous. And dissemination efforts have not been limited to programs with successful results. Therefore the materials available to educators are often unproven and can be used only with a high degree of risk. As a result, educators frequently must develop their own solutions to problems for which there are no reliable answers from outside sources.



Basic Research, Development, and Dissemination Model

This situation can be illustrated with reference to commercial publishers, for in education their work is the most common application of the development, packaging, and dissemination aspects of this model. Publishers often build upon basic research to develop programs, package the products, and market them throughout the country. The evaluation results of their products vary widely. Nevertheless, educators look to publishers to provide them with the materials they need at the right time and in the right way.

When commercially available materials do not meet their needs, educators often prepare and evaluate their own. The extent to which this work can fulfill critical local needs varies with the staff capabilities and financial resources of the originating districts. Locally developed programs are available to educators elsewhere only if the developer district can underwrite a dissemination plan to package the materials, inform prospective users of their availability, and, if necessary, train interested persons in their use. Thus while the basic research, development, and dissemination model may apply to innovation at the local level, we can see that the packaging and planned dissemination activities which it includes often will be quite limited. And finally, the user of an educational program developed by a local district, like that developed by a commercial publisher, must examine the program's evaluation results to predict its impact in another setting. In neither case is dissemination necessarily limited to successful programs.

1. Havelock, Ronald G., *Planning for Innovation*, University of Michigan, Ann Arbor, Michigan, 1971. Chapter 11, page 6.

2. *Ibid.*, Chapter 11, page 7.

The Development of Innovative Educational Programs

The staff of the Office of Program Development offers to New Jersey educators special capabilities for the development of innovative educational programs to meet local needs. These capabilities include technical assistance for planning, program design and management, and evaluation. If necessary and appropriate, funding is available on a competitive basis through the resources of the Elementary and Secondary Education Act, Title III. Since 1965 this legislation has provided an important source of funding for innovation at the local district level. In New Jersey, for instance, ESEA, Title III provides approximately 80% of the funding for development at the local level.

The development process followed by the Office of Program Development in working with a local district demands not only that an innovative program be based upon research findings, but also that it have specific, measurable goals, a precise plan of action, and an evaluation design. The planning effort makes a major contribution to a program's success by ensuring that it is well thought out and that the elements required for its development are accounted for. The evaluation design documents whether the plan was carried out and the impact it made upon students' learning and/or students' attitudes toward school or themselves.

Educational programs whose evaluation results indicate that they have met their goals are further assessed through a validation procedure which certifies not only whether they are successful, but also whether they are cost-effective and exportable. The validation procedure is carried out according to the standards and guidelines of the United States Office of Education under the auspices of the Bureau of School Systems, Division of Supplementary Centers and Services.[1]

This development process, including the validation procedure, anticipates that successful, locally developed programs will be of interest to educators in many districts. There are several reasons for this. First, these programs answer local needs which are often widespread and for which there are no commercially available materials. Secondly, as a result of careful planning, the programs are articulated so that they may be replicated in another setting. Next, they have relatively small start-up costs and their maintenance cost can usually be covered by a reallocation of current expenditures. Some programs have produced savings, normally by eliminating the need for remediation. Finally, the programs have improved students' learning and/or their attitudes toward school or themselves. Thus the development process followed by the Office of Program Development not only is consistent with the basic research, development, and dissemination model but also fulfills its two basic assumptions in that the programs developed meet local educational needs and only successful programs are disseminated.

Two first graders at Stokes School in Trenton observe and report weather conditions. They are part of a replication of the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

1. See Appendix A for a discussion of the validation procedure.

The Dissemination of Successful Educational Programs

The full educational and financial benefit of a development capability in education can be realized only if successful programs are replicated beyond their original sites. To fulfill this potential of development, the staff of the Office of Program Development works with the staffs of local districts to plan and carry out the dissemination of innovative programs validated as successful by the standards and guidelines of the U.S. Office of Education. As a result of the national validation procedure, the dissemination effort of the Office of Program Development is based upon a consumer protection policy which assures potential users of an innovation that it has improved students' learning and/or students' attitudes toward school or themselves. Funding for dissemination is provided through the Elementary and Secondary Education Act, Title III in fulfillment of the terms of the legislation.

The staffs of local school districts work with the Office of Program Development to draw up a detailed dissemination plan for each successful innovative program.[1] Dissemination plans reflect both current theories of the dissemination of information and the practical experiences of the staffs of the cooperating agencies. In most cases the district in which the new program was developed -- the producer -- is equipped to offer complete dissemination services including materials and training to interested persons -- the consumers. The mode

A first grade class at Stokes School, Trenton, demonstrates listening skills by singing.

and direction of dissemination on the basis of the producer - consumer concept usually follows the Linkage System model of dissemination.

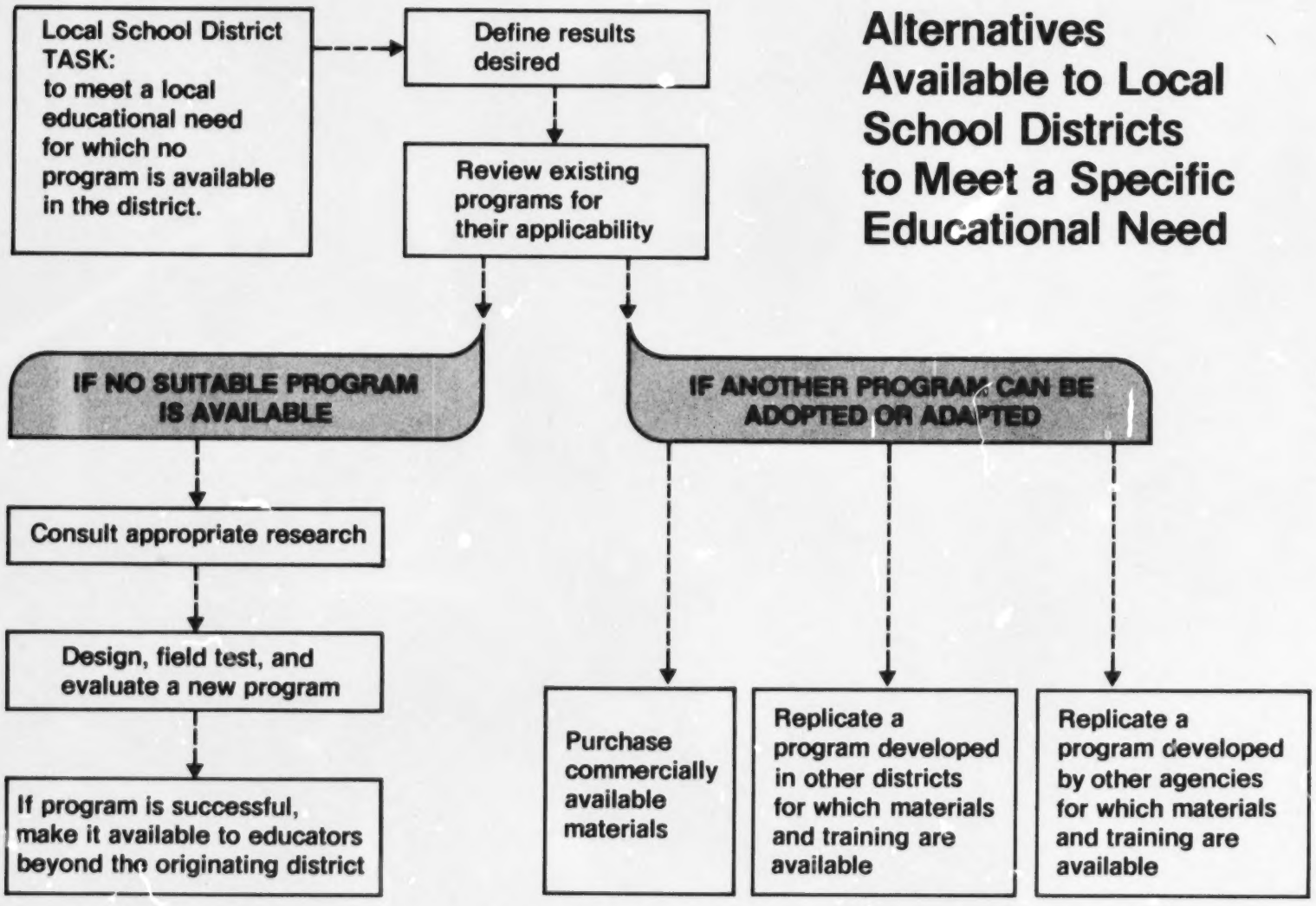
The Linkage System as a dissemination model was first described by Havelock et al who emphasized that the user or consumer of an innovation often has a dynamic, problem-solving orientation rather than the passive one implied by the basic research, development, and dissemination model.[2] When this is the case the most successful change may occur through a strong reciprocal working relationship between the consumer of an innovation and a resource system or producer of the innovation. To establish a working relationship -- a linkage -- a producer must do more than show a potential consumer the program or materials that were developed. The producer must explain the needs that the innovation addressed, its goals and evaluation results, the range of adoption costs, and the installation process. The cycle which produced the innovation is the *how to do it* information that will permit a consumer not only to use a new program or materials, but also to adapt the innovation to the unique requirements of a different situation through an application of the problem-solving process itself.

The idea of the linkage system is especially appropriate for change in education when the producer and consumer are both local school districts. They share common organizational patterns, overall goals, staffing procedures, and

1) The New Jersey ESEA, Title III dissemination application is available upon request from the Office of Program Development.

2) Havelock, *op. cit.*, Chapter 11, page 15 ff.

Alternatives Available to Local School Districts to Meet a Specific Educational Need


Local School District TASK: to meet a local educational need for which no program is available in the district.
Define results desired
Review existing programs for their applicability
IF NO SUITABLE PROGRAM IS AVAILABLE
IF ANOTHER PROGRAM CAN BE ADOPTED OR ADAPTED
Consult appropriate research
Design, field test, and evaluate a new program
If program is successful, make it available to educators beyond the originating district
Purchase commercially available materials
Replicate a program developed in other districts for which materials and training are available
Replicate a program developed by other agencies for which materials and training are available
Development
Dissemination

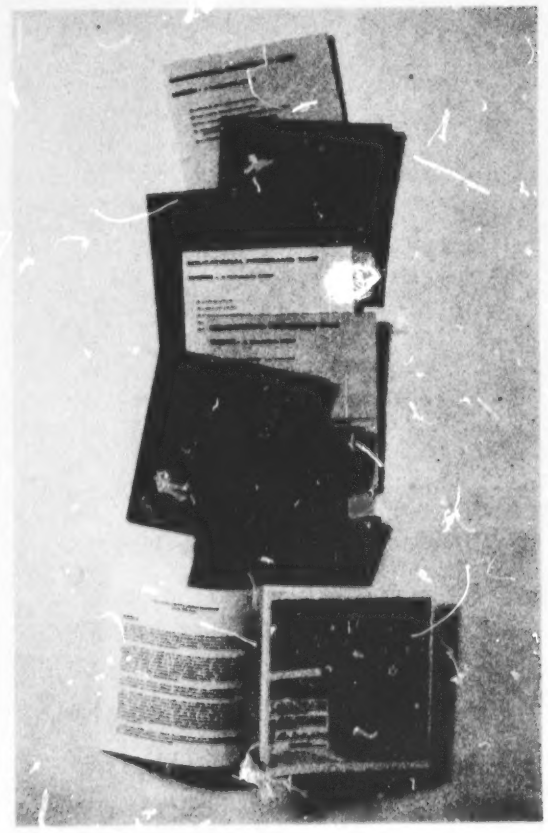
have local constituencies to whom they are responsible. Even though there are major differences among school districts, their basic similarities mean that their staffs usually can establish a working relationship with one another because they understand each other's mode of operation.

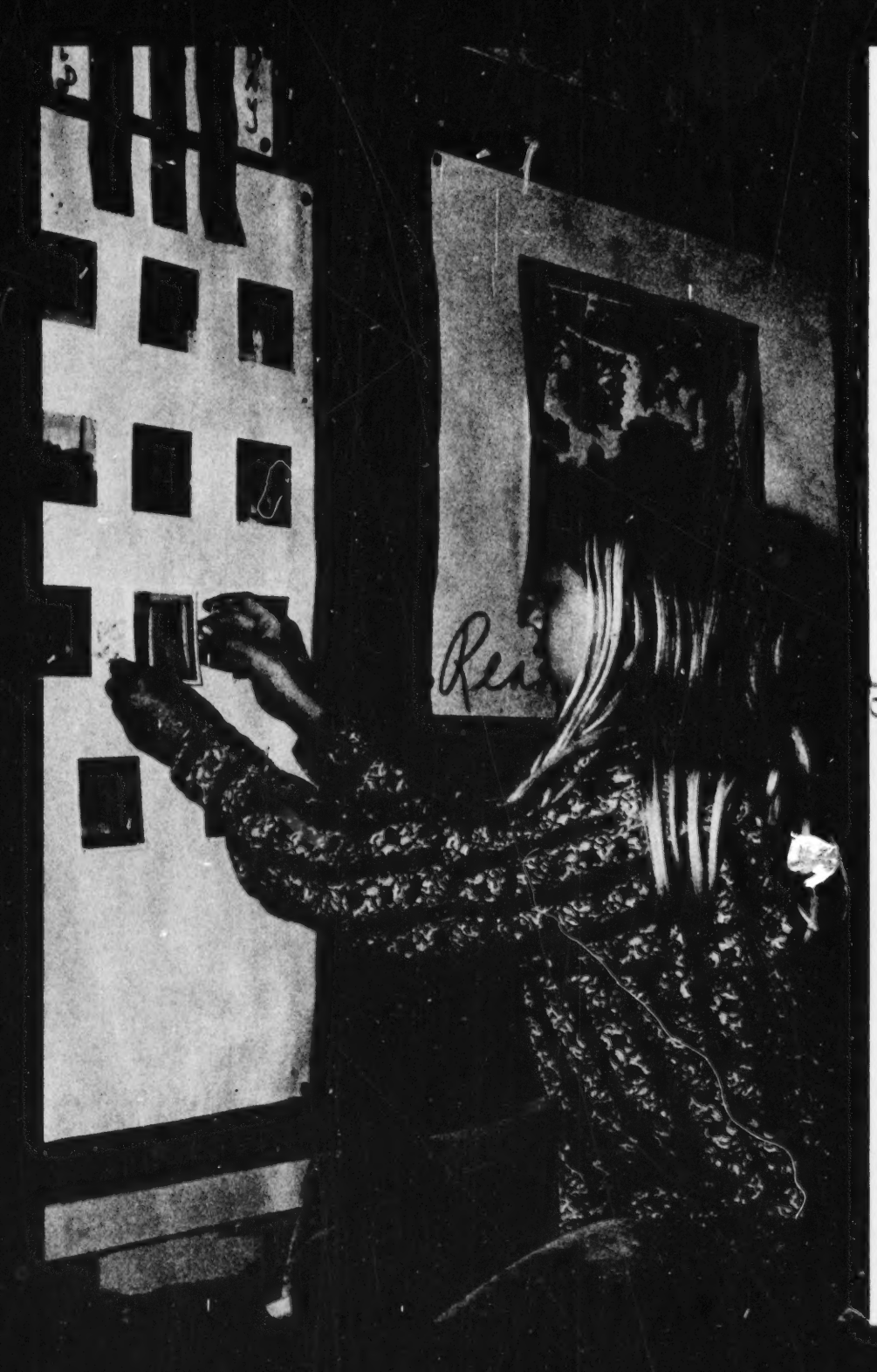
Havelock points out that an effective working relationship between a producer and a consumer can lead to a long-lasting social influence network. Consumers are not the only ones who learn. Producers learn, too, about extensions and further implications of their work and their continuing need to seek additional sources of information. Some consumers will outgrow the producers with whom they work and seek new problem-solving resources. This seeking and the varied producer-consumer linkages that it can create form dissemination subsystems that may endure for long periods of time and lead to solutions for many different kinds of needs. Thus dissemination as described in the Linkage System model not only provides for replication of successful innovative programs, but also for the transfer of problem-solving or development capabilities. The latter is important for school districts will always be faced with critical educational needs that their staffs will have to meet on their own.

The Linkage System helps us to see how local school districts can work together and demonstrates the benefits of their association from both the producer's and consumer's vantage points. Still, it leaves unanswered the question of how local districts can not only manage the mass packaging and planned dissemination activities required to inform a large number of potential consumers about an innovation but also work with all those who are interested in replicating it. Since this is not ordinarily within a district's scope of operation, the need for the services of another agency is understandable. Therefore, within the Linkage System model, the Office of Program Development works with a producer district to plan for dissemination and, if appropriate, prepare and fund a producer district for dissemination. In this way the Office of Program Development creates the conditions necessary for producer-consumer relationships to exist among local school districts.

Beginning in 1974–75, the Office of Program Development will work with the Division of Supplementary Centers and Services, Bureau of School Systems, U.S. Office of Education, to develop a national dissemination network which will extend to local districts in other states the opportunities to become consumers of New Jersey innovations and to New Jersey educators the opportunities to learn about, evaluate, and, if appropriate, adapt validated programs from other states. This extension of the type of dissemination work already begun in New Jersey, and several other states as well, will afford to the education profession in general a significant opportunity to profit from the relatively large scale successful development work in local school districts. The benefits will accrue not only to New Jersey educators but also to the children whose education is their responsibility.

In Chapter IV we will discuss the specific dissemination procedures followed by the Office of Program Development which are based upon the Linkage System as an extension of the basic research, development, and dissemination model.





Chapter II
Dissemination Procedures

An adoption of Project LEM is followed in the Intermediate School in Borough of Freehold. Learning Experience Module was developed at the Fanny M. Hillers Elementary School in Hackensack.

Introduction

In Chapter I we discussed the development and dissemination capabilities which the Office of Program Development provides local school districts. The reader will recall that educational programs disseminated on a cooperative basis by the Office of Program Development and local school districts have been validated by the standards and guidelines of the U.S. Office of Education as successful, cost-effective, and exportable. Dissemination procedures are based upon a producer-consumer concept in which the producer of a successful innovation offers complete dissemination services, including materials and training, to consumers. The producer-consumer relationship is normally established between two local school districts. A producer district provides a consumer district with both the training and materials required to replicate a new program, and also an understanding of the problem-solving process through which the new program was developed. This type of cooperation among school districts is described by Havelock et al as the Linkage System model for dissemination.[1] Its anticipated outcome is both the replication of successful innovative programs and the continued use of a development process which permits consumer districts to adapt new programs to the unique circumstances of their own situation.

The staff of the Office of Program Development works with the staffs of the validated programs to determine the best dissemination plan for each, develop the plans, and provide complete funding for them through the Elementary and Secondary Education Act, Title III. Once a dissemination plan is in operation, the Office's staff provides technical assistance, if required, in the preparataion of materials and support, monitoring, and evaluation services. In this chapter we will discuss in detail the dissemination procedures followed by the Office of Program Development. This dissemination program was initiated in 1972. Evaluation reports of its effectiveness may be obtained from the Office of Program Development.

Dissemination Formats

Demonstration Sites In New Jersey two basic dissemination formats are used. The more common one is the establishment of a successful program's originating district as a demonstration site where interested persons may see the program in action, examine its materials, and receive training in its replication. This requires the local school district to continue the essential elements of a program at local expense and provide opportunities for visitors to observe the program on a regular basis. Staff members who know the program in detail must be available to discuss it and its replication procedures with potential consumers, prepare replication materials, and offer training and consultation to consumers. This dissemination format permits a producer district to become a partner in a linkage system with one or more consumer districts whose staffs are adopting or adapting the program to meet the specific local educational needs.

All of the original materials developed by a validated program's staff may be copyrighted in the name of the local school district with credit given to the authors. Copyrights protect the integrity of the materials and ensure that their authors receive the proper acknowledgement. In most cases materials are printed by the district or a commercial printer under contract to the district and are distributed free of charge, or at cost, by the staff of the demonstration site. In some cases, however, materials are appropriate for commercial publication.[2] The distribution of materials by a commercial publisher may be the only dissemination channel for a producer district's materials, or may complement a producer's becoming a demonstration site.

Commercial Publication The commercial publication of the materials produced by a successful innovation may place them in the greatest number of schools. However, this dissemination channel is available only for materials with a potential market large enough to make them of interest to a commercial publisher. When this is the case, it is an important mode of dissemination consistent with the basic research, development, and dissemination model. When appropriate, it is encouraged by the Office of Program Development.

1. Havelock, *op. cit.*, Chapter 11, page 15 ff.

2. The Department of Education's policies regarding the copyright and commercial publication of materials developed through ESEA, Title III funding will be found in the New Jersey ESEA, Title III Copyright and Dissemination Guidelines, September, 1972. The guidelines are available from the Office of Program Development.

A contract between a local Board of Education and a commercial publisher must be approved by the New Jersey Commissioner of Education. Royalties accrue to the local Board of Education in whose name the copyright for the materials is registered. These funds are grant related income and must be used to continue the work of the validated program.

Other Alternatives In some cases neither of the formats described in the preceding paragraphs is appropriate for a validated program. The program's staff may no longer be available for dissemination work or the demands of a demonstration site may be too great for a producer district to assume. Program materials may be self-sufficient yet inappropriate for commercial publication. Or a program may address a highly specialized need that is not widely shared. In these situations it is necessary to tailor a dissemination program to fit special circumstances. Dissemination should include at least a report of the program's essential components and evaluation results and its submission to a national information system.

The Pollution Control Education Center has produced instructional kits, some available through a commercial publisher, others directly from the Center in the Union Township public schools. The materials are copyrighted in the name of the Union Township Board of Education. Royalties from their sale through the commercial publisher support continued work of the Center.

Selection of a Dissemination Format

Once an innovative program has been validated as successful, cost effective, and exportable, the selection of a dissemination format will depend upon several factors which must be examined in depth by the program's staff, the administrative staff of the producer district, and the staff of the Office of Program Development. The most important of these factors are discussed below.

For a producer district to become the demonstration site for an innovative program, the administrative staff and Board of Education must certify that the program's essential components will be supported with local funding and that the district's staff is willing to accommodate vistors on a regular basis. Further it is important for a dissemination staff to be completely familiar with the program being disseminated. In most cases these persons will be the program's original development staff plus teachers, aides, principals, and others in the producer district who worked with them. These persons must be available for dissemination work. Staffing procedures should be flexible enough so that such persons may work either full time on dissemination or part time, including summer work, to accommodate dissemination to their other responsibilities.

Next, the development staff of a successful innovation must review the materials already prepared to determine if they describe the program fully and include the information required for its replication. If the materials call for expansion or revision, or if new materials are needed, the staff qualified to perform the task must be available. Finally, the staffs of a successful innovation and the Office of Program Development must estimate the potential demand for a program and the appropriateness of commercial publication for its materials. All of these factors must be weighed to determine whether a producer district should become a demonstration site, who should be responsible for dissemination work, on what basis the program's materials should be made available to consumers, and to what extent the program should be disseminated.

The Prescriptive Teaching Workshop program developed in New Providence is now being adapted in the Lake Hopatcong, Butler and Verona, New Jersey public schools.

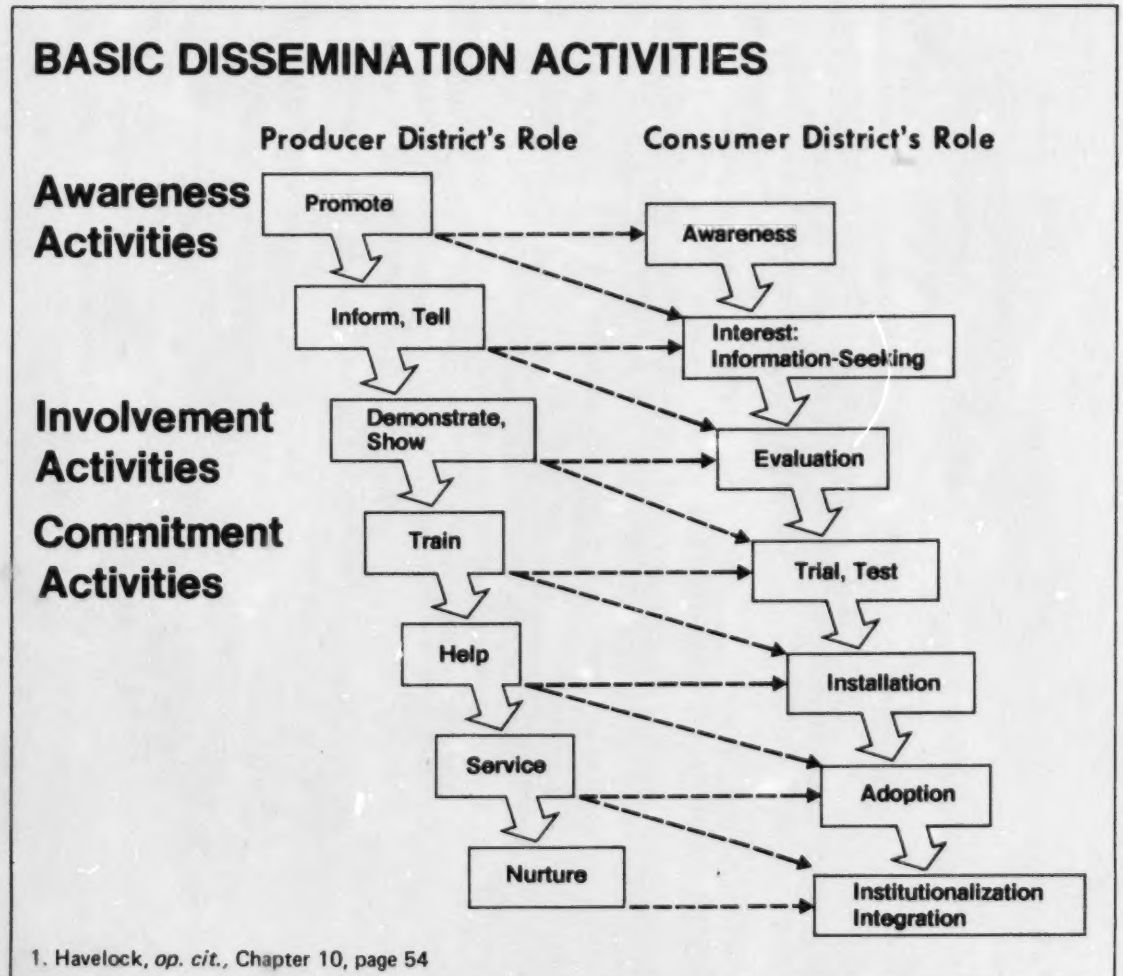
If the staff of a successful innovation, the administrative staff of a producer district, and the staff of the Office of Program Development agree that a producer district should become a demonstration site, the program's staff must complete a proposal for an ESEA, Title III dissemination grant. If commercial publication or an alternative dissemination format is agreed upon, the necessary arrangements are made jointly by the two agencies.

Dissemination Plans

It is anticipated that the dissemination of a validated program will take place over a two-to-three year period. There are several reasons for this. First, it often requires several months for the staff of a producer district to revise or write the materials required for dissemination. Additional time is required for the materials to be printed in quantity and thus be ready for use. Second, the task of informing potential consumers of a program's availability will take several months. Further time is required for interested districts to decide whether a program meets their needs and, if so, to make arrangements to adopt or adapt it. The latter may require budgetary reallocations which often must be planned a year in advance. And finally, once a consumer district's staff has been trained, at least a year of trial and follow-up consultation are needed to ensure that a successful adoption or adaptation has occurred.

In the following paragraphs we will review the primary elements of a dissemination plan for a validated educational program. These elements are articulated for a specific program in the form of a proposal for an ESEA, Title III dissemination grant. Complete funding for dissemination is provided through this source for the fulfillment of the plan's goals. Copies of the dissemination application are available from the Office of Program Development.

Goals Dissemination plans are drawn up for one year at a time and each year's plan specifies the number of consumer districts which the producer district's dissemination staff will be able



1. Havelock, *op. cit.*, Chapter 10, page 54

to train and to offer follow-up consultation in that year. This number will be the goal of the dissemination work for the year. The number will depend on whether the plan is for the first, second, or third year of dissemination, the availability of the dissemination staff, the complexity of the program, and the estimate by the staff of the producer district and the Office of Program Development of the extent of the need in local school districts for the program.

Beginning in 1974-75 New Jersey will take part in a national dissemination effort for successful educational programs. As plans for demonstration sites are developed, their staffs will be asked to make provisions within their goals for work with out-of-state consumers.

Program Dissemination plans are organized into three types of activities: awareness, involvement, and commitment. These activities and the materials which they require refer to the steps of "mass production and packaging" and "planned mass dissemination activities" which are the concluding steps of the basic research, development, and dissemination model. In anticipating a specific set of responses from potential consumers, the activities promote the formation of a linkage system between producer and consumer school districts. These levels of dissemination activities and the reciprocal working relationships which they are designed to elicit are illustrated in the chart on the preceding page. The written and audio-visual materials which must accompany them are described in Chapter III.

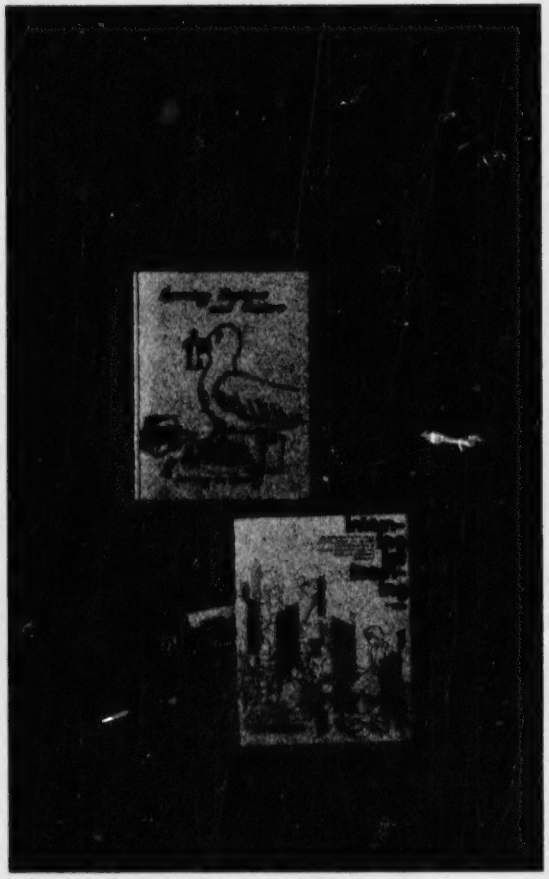
Evaluation Each dissemination plan has an evaluation design that will document whether the activities were carried out as projected and whether the essential elements of a validated program were replicated by its adopters. Further, the staffs of consumer districts are encouraged to evaluate the impact of a validated program on their students so that the comparability of student achievement in producer and consumer districts may be measured.

Educational Services for Schoolage Parents, developed in the New Brunswick Public Schools, has trained staff members in East Orange, Essex County; Piscataway, Middlesex County; and Monroe Township, Gloucester County.

Budget The budgets of dissemination plans are subject to wide variation depending upon the complexity of the programs, the amount of time for which the programs' staffs are available for dissemination work, and the quantity of materials printed. It may be helpful to the reader, however, if the parameters are illustrated.

The cost range for a first year dissemination plan in New Jersey has been between $10,000 and $100,000. A typical cost is $30 – $60,000 which will provide the staff time of one or two professionals, one secretary, summer stipends for the preparation of materials, released time or summer stipends for teachers and others who have been involved in the program to train teachers from consumer districts, and the printing of the materials required for dissemination. The cost of travel, postage, office supplies, office space, and in some cases equipment must also be taken into account.

It should be noted that most of the materials required for training, curriculum materials, teachers' guides and the like, are sold at cost. The funds are considered grant related income



Resource and dissemination materials of Interning for Learning program which was developed by the Cape May County Superintendent's Office in cooperation with the Dennis Township Public Schools.

and are deposited by the local district into the program's account. These funds are either applied to the cost of ESEA, Title III activities, often the reprinting of the materials, or returned to the state treasury.

The cost of second and third year dissemination plans will be determined by the demand for the program and the staff time available to meet the demand. The cost should be reduced in the area of preparing and printing materials.

The Consumers' Response

Educational programs validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education are models which local school districts may modify to meet their specific requirements. As a result of a producer district's awareness and involvement activities, the staffs of a potential consumer district should assess the suitability of a demonstration program to their educational needs, goals, population, and resources. This assessment is a consumer district's initial application of a problem-solving capability. Only if this study shows that a program's replication or adaptation is appropriate and feasible should the planning for its transfer by the staff of the potential consumer district begin.

The materials produced and distributed by the staff of a demonstration site are available to all interested persons free of charge or at cost. There is no charge to the consumer for the training and followup services of a producer district's dissemination staff. To be eligible for the training, a consumer district's staff must agree to install the program and respond to evaluation questionnaires documenting its replication.

With the exception of the training costs, consumer districts must pay for the costs of their replication of a validated program. In most cases the costs include providing time for the staff to be trained, travel between producer and consumer districts, and instructional materials. In addition, the provision of planning time and ongoing support and encouragement of staff are recommended.

It should be noted that the validated programs are certified as cost-effective. In most cases this means that after the initial investment for training and materials, their maintenance will not increase a consumer district's per-pupil expenditure. In some cases, long-term savings may be realized as the need for remediation declines. Frequently, however, it will be necessary for a consumer district to reallocate its regular expenditures as the program becomes integrated into a district's educational system.

For a limited number of New Jersey districts small Consumer Grants are available through the New Jersey ESEA, Title III program. These grants have two purposes. First, they provide an incentive to districts which can justify their financial need. Second, since their recipients are required to evaluate the achievement of students involved in the program, the grants provide the Office of Program Development with a complete evaluation of the dissemination process.

Chapter III
A Dissemination Program in Action

Two validated New Jersey programs participated in the 1973 Education Fair in Washington, D.C., sponsored by the U.S. Office of Education. Sidney Marland, then Assistant Secretary for Education, addresses the assembly of educators who attended from all parts of the nation.

Introduction

We have seen that a dissemination plan for a successful educational innovation includes not only a goal and evaluation design but also specific activities categorized as awareness, involvement, and commitment. In this chapter we will examine in detail these activities, the materials which they require, and the joint responsibilities of the staff of a local district and that of the Office of Program Development for carrying out a dissemination plan. Since the demonstration site format is the one most frequently used, this discussion strongly reflects its requirements. Other formats call for an abbreviation of these activities.

Awareness Level Activities

Awareness level activities will inform both the general public and educators about an educational program and the dissemination services and materials offered by the staff of a demonstration site. This information should be directed to many different audiences, for change occurs through the knowledge and support of many individuals and organizations. It is anticipated that, as a result of these activities, interested educators and laymen will visit a demonstration site and/or examine a program's materials. Planning and carrying out these activities is a joint effort of the staffs of a demonstration site and the Office of Program Development.

Awareness level activities should first be directed to the community in which the innovation originated, for the existence of a demonstration site, or alternative dissemination program, must be fully understood and supported at the local level to succeed. These activities should include a detailed explanation of the dissemination plan to the local Board of Education, administrators, teachers, students, parents, and possibly community organizations. Appropriate representatives of these groups should be invited to observe the program in action, examine its materials, and talk to the dissemination staff about its projected work with or in other districts. Articles on the dissemination work should appear in local newspapers and be included in newsletters or bulletins circulated within the district.

Helping Teachers in the Ocean County Superintendent's Office explain Interning for Learning to members of the County Curriculum Council.

Staffs of the County Superintendents' Offices in Atlantic, Cumberland, Ocean, and Salem Counties have been trained by the Interning for Learning staff and now train educators in their respective counties. Such turn-key training is a critical dissemination objective.

These efforts are necessary to gain and maintain the willingness of local staff to accommodate visitors on a regular basis and possibly to encourage them to take part in presentations describing the program and the dissemination services available to other districts. Understanding and support of dissemination work within the producer district is required for the successful operation of the demonstration site.

Awareness level activities at the local district level are the responsibility of the demonstration site's staff. However it is important for the Office of Program Development to contact the district's superintendent and possibly other staff members, who are not directly involved in the dissemination work, to provide recognition, support, and encouragement for the dissemination work.

Awareness level activities at the state and national levels may include mailing information about a demonstration site to a large number of potential consumers . . . conducting orientation workshops at conferences and conventions and in other school districts . . . giving presentations to education classes at teacher training institutions . . . publishing articles in professional journals . . . issuing press releases to major newspapers . . . and sending information to national information systems.

Of the awareness level activities directed to statewide and national audiences, those which involve large scale mailings and umbrella activities on behalf of several demonstration sites, are normally carried out by the staff of the Office of Program Development.
The latter include:

1. for each program the preparation and mailing of a technical brief which describes the demonstration site and bears the New Jersey Commissioner of Education's endorsement.
2. preparation and mailing of a catalogue entitled *Educational Programs that Work* which describes all of the demonstration sites.
3. organization of statewide workshops to introduce the demonstration sites to the staffs of potential consumer districts. Often this is in cooperation with other offices of the Department of Education and organizations such as the New Jersey Council of School Administrators.
4. provision for the participation of the staffs of demonstration sites in statewide conferences and conventions such as those sponsored by the New Jersey Education Association and the New Jersey School Boards' Association.
5. submission of the dissemination materials of each demonstration site to Educational Research Information Center (ERIC).

The staffs of the demonstration sites and the Office of Program Development work together to identify and give workshops for specific audiences who will be interested in the demonstration sites. These audiences include professional organizations, groups of districts who work together to meet a common need, faculty members of teacher training institutions, etc. In most cases presentations to these groups are made by the demonstration site staffs.

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The dissemination staffs in producer districts are responsible for giving detailed presentations on their programs and the dissemination services and materials which they offer, and the preparation of the following awareness level materials: order forms for project materials, newspaper and/or journal articles on the validated program and its dissemination plan, and, if required, an audio-visual overview of the program. A program's technical brief and the order form for materials should be distributed at all presentations made by the dissemination staff. If an audio-visual presentation is prepared, it should be an integral part of orientation talks so that audiences are given a clear visual impression of the program.

When interested persons make an inquiry about a demonstration site by phone or in writing, it is important that they receive complete and accurate information. Inquiries about the program and visitation opportunities can most easily be accommodated if form letter replies are prepared to accompany the overview brochure. They can be sent out as an immediate response. A specific office procedure must be set up at the demonstration site to schedule visitors and confirm their appointments.

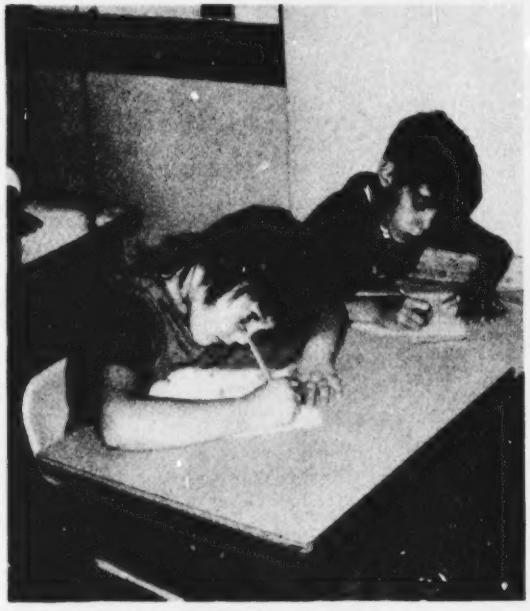
Involvement Level Activities

Involvement level activities are those in which the staff of a demonstration site show and/or demonstrate the program in action. The preparation of the involvement level materials and the carrying out of involvement level activities are the responsibilities of the producer district staffs. These activities normally center upon visitation opportunities that will permit interested persons to see the full program in action, talk to both staff and students involved in it, examine the program materials, and learn about the training and consultation services available to consumers. The demonstration site staff must ensure that visitors not only have an overview of the program, but that they understand the program's essential components, how they might be introduced into another district, and what commitments the staffs of consumer districts must make to be eligible for training.

In most cases the audience for involvement level activities is staff of other districts who will evaluate the program's usefulness for the educational needs of their situation. In some cases, however, the audience may be faculty members of teacher training institutions, staff members of the Department of Education, representatives of a commercial publishing firm, or members of the lay community. These persons will evaluate the program to decide whether to maintain an association with it and/or contribute to its dissemination. A favorable assessment of the program and the dissemination services and materials offered may be indicated in several ways. The staff of an interested district might pay several visits, purchase the program's materials and later register for the training. A contract with a publishing firm might be successfully negotiated; a staff member of the Department of Education may recommend the program to another district; training at the demonstration site might be included in an education course at a teacher training institution; or parents from another part of the state may recommend the program to their Board of Education.

Curriculum materials developed by the Dale Avenue Project in Paterson.

In most cases it is advisable for the staff of a demonstration site to set aside a specific day each week or specific days during each month for visitors to be accommodated. This means that each Tuesday, or every other Thursday, etc. can be set aside for visitors. Those who show visitors around, teachers who provide opportunities for visitors to come into their classrooms, others who talk to the visitors about the program can thus be prepared in advance and have all of the required materials set up for use. A method of rotating participants such as classroom teachers would insure that the visitation program does not become an unacceptable burden to the district.



Two young writers benefiting from the Weehawken Language Arts Program. The project staff has trained staff members from other New Jersey districts and continues to offer their consumers followup consultation.

A demonstration site staff may want to include in the visitation program, even on an occasional basis, the superintendent, members of the local Board of Education, and other persons in the district who are interested in dissemination and would appreciate the opportunity to take part. This will be part of a continuing effort to create and maintain local support for the dissemination work.

The materials required for involvement level activities in addition to those used for awareness level work include a final report on the program, curriculum materials developed by the program staff, and a Producer-Consumer Agreement. The final report will explain the program's development and the evaluation results that led to its validation. Visitors should see how curriculum materials are used. The Producer-Consumer Agreement will explain the training and follow-up consultation services offered by the dissemination staff and the commitments required of a consumer district to be eligible for training. Visitors should be given copies of the overview brochure, order forms for materials, the final report, and Producer-Consumer Agreement. If there is an audio-visual introduction to the program, it may be useful as an initial presentation for visitors.

A further explanation of the Producer-Consumer Agreement may be helpful. It should state explicitly the skills that the demonstration site staff will teach the staff of a consumer district and the follow-up consultation provided. It must also specify the commitments required of a consumer district to take part in the training. The latter should include not only the replication of the validated program's essential components but also a plan for introducing them into the consumer district, the appointment of a regular staff member in the consumer district to be responsible for the program's installation and to be the liaison with the producer district, and the agreement of the consumer district to respond to questionnaires to document the validated program's replication. The agreement must be signed by at least the superintendent and demonstration site director for the producer district and the superintendent, liaison person, and appropriate principal(s) for the consumer district.

This agreement is important for several reasons. First it explains the services offered by the producer district. It is unusual for such services to be available free of charge and thus potential consumers need ample evidence of their content and scope. Further the detail is necessary for a consumer district to have enough information to select a staff to take the training. On the other hand, the producer district's staff must be assured that the replication of the validated

program in question is fully supported by the superintendent of a consumer district and that the training will lead to an installation of the program. Without this assurance, the time and effort invested in the training may be wasted.

Preparation of involvement level materials and carrying out involvement level activities are the responsibilities of the demonstration site staffs.

Commitment Level Activities

The training and follow-up consultation offered by the staff of a demonstration site are the commitment level activities. They must impart to consumers all of the skills and knowledge required to replicate successfully the essential components of a validated program. Different sets of skills may be required for various audiences. For example, training may be necessary for teachers, aides, administrators, parents, and possibly members of a Board of Education or students. Each target audience should be taught a specific set of skills. Although some skills may be included in more than one set, the sets remain distinct because the responsibilities and interests of these groups vary. Follow-up consultation should reinforce the skills taught and guide their application. The successful outcome of the training and follow-up consultation will be a consumer district's replication of a program's essential components and achievement of results comparable to those of the producer district.

The demonstration site staff may want to continue training and follow-up consultation with the staff of the consumer district over a two or three year period. When this is the case, the training might be planned on a first, second, and third year basis. This is especially important to foster the turn-key training that is requisite to a program's maintenance and continued support in a consumer district.

Some accomodation must be made in the training program for consumers who are not staff members of a school district. They may be staff of the Department of Education including the Educational Improvement Centers and the County Superintendents' Offices, faculty members of teacher training institutions, student teachers, etc. These persons are important for they can disseminate information about a program to educators in many districts and, in some cases, they will be able to train others in a program's replication.

The selection of persons to conduct the train-

MINIMUM LEVEL OF TRAINING REQUIRED FOR A NEW JERSEY CONSUMER DISTRICT TO ADOPT A VALIDATED PROGRAM

Population addressed including number	Skills to be taught	Organization of training, including length of time, demonstration site personnel to conduct training, etc.	Suggested sites	Materials to be used	Follow-up Consultation
Administrators					
Teachers					
Aides					
Students					
Parents					
Members of the Board of Education					
Others					

ing is critical to its success. The dissemination staff must make certain that trainees not only gain a general understanding of the program but also a thorough grounding in their particular responsibilities for installing and maintaining it. This can best be accomplished by matching the skills and responsibilities of a staff member in a producer district with the appropriate counterpart(s) in a consumer district. A training program might include a principal from the producer district's discussing his responsibilities for the program with principals from a consumer district. Teachers in a producer district might provide classroom internship opportunities for teachers and aides from a consumer district. A further matching of responsibilities and individuals might include curriculum coordinators, special area teachers, remedial teachers, social workers, school nurses, superintendents, etc., depending on the requirements of the validated program.

The staffs of the demonstration sites are asked to use the chart on the preceding page to plan the training programs that they will offer to consumer districts. The chart is included in this manual to illustrate how the considerations raised in the discussion of commitment level activities are taken into account as dissemination activities are planned.

Resource materials developed for the LEM program whose staff has trained educators in several New Jersey school districts.

The materials required for commitment level activities, in addition to those already discussed, include a statement of suggested first (second and third if appropriate) year goals for a consumer, a suggested or "prototype" evaluation design for a consumer, and replication or resource manuals that explain the "how to" of the program's replication. The first two items will help a potential consumer make plans for the introduction of the validated program into a new site and for the evaluation of its impact on students. In most cases both the suggested goals and evaluation design will be the same as, or a simplification of, those of the producer district. The replication and/or resource manual(s) will contain an account of the problem-solving or how-to-do-it processes that a consumer needs to know. This is practical information that the producer learned in the development process and that the consumer needs to know to introduce the program and provide turn-key training for its extension in a different district. The information should include the preparation of staff for a new program, the state of readiness required for a program's introduction, staff training, discussions of the role of the teacher, administrators, parents, and local community in the program, suggestions for phasing a program in, examination of the start-up and maintenance costs for the program, etc. It should be stressed that this "how-to-do-it" information is an articulation of the problem-solving process that the producer used to develop the program and that

the staff of the consumer district needs to know to adapt the program to its own requirements.

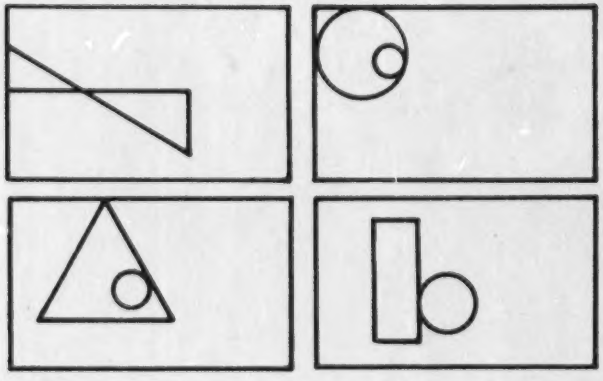
The preparation of the commitment level materials and the training and follow-up consultation are responsibilities of the demonstration sites' staffs.

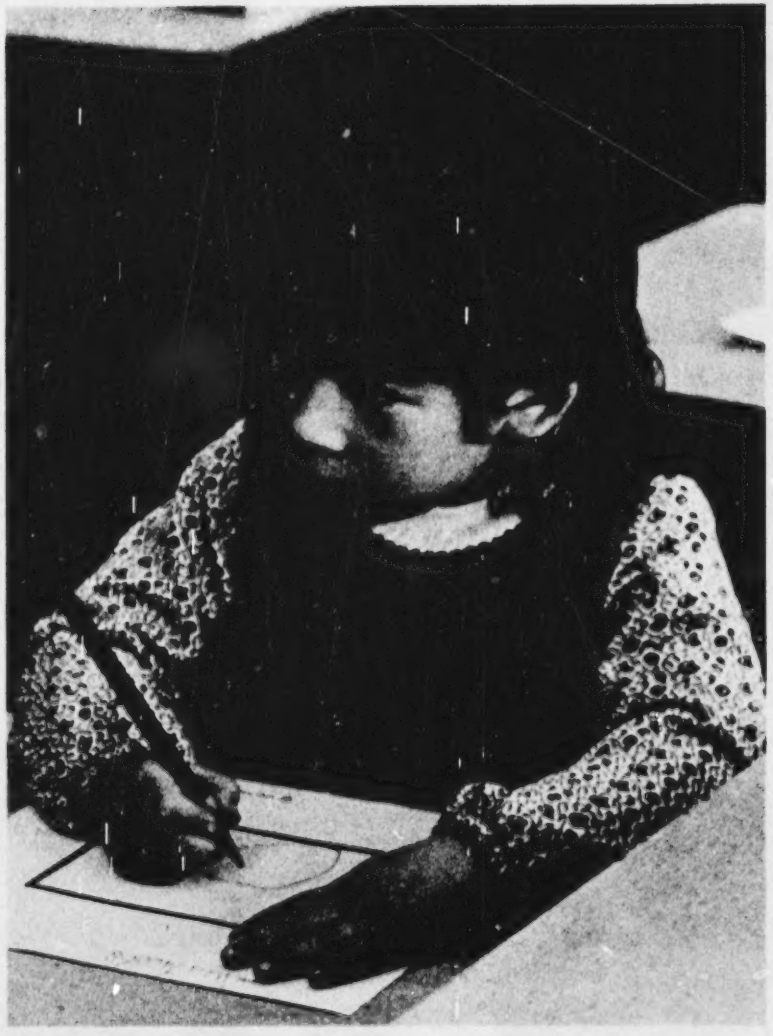
Materials: A Summary Statement

The staff of the Office of Program Development must approve an outline for and the final text of all materials used to disseminate validated programs. Materials must be carefully written and edited. They should be well printed on good paper and in an attractive manner. The quantities printed will depend upon the requirements of each dissemination plan. Technical assistance is available from the Office of Program Development's staff for the writing, editing, and arranging for the printing of dissemination materials. For the reader's convenience the basic materials required for a dissemination plan are listed on the following pages according to the type of activity for which they are most appropriate.

A scene from the First Street School, South Orange—Maplewood, a consumer district of Project Open Classroom. The project's staff has trained principals and teachers in three New Jersey school districts as well as many student teachers.

Project SEE: Specific Education of the Eye, developed in Union Township, is now used in over 100 New Jersey districts. The SEE materials have been purchased by schools in thirty other states.





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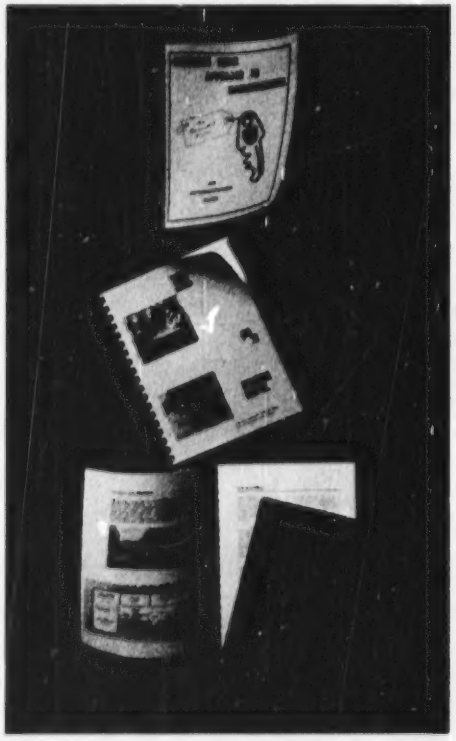
BASIC MATERIALS REQUIRED FOR A DEMONSTRATION SITE

Awareness

1. Give-away brochure that provides an overview of the program including the goals, evaluation results, essential components and services, and materials available at the demonstration site.

2. Order forms for all materials available from the demonstration site. Forms should state item(s), cost and how checks or vouchers should be made out.

3. Optional: An audio-visual overview of the program.



Resource manuals developed by special education programs in New Providence, New Brunswick, and Winslow, New Jersey.

Involvement

1. Final report on the validated program's development and evaluation. It should include:
   a. educational needs addressed
   b. target population
   c. specific goals
   d. evaluation design
   e. evaluation results
   f. essential components of the program including the irreducible core that defines the program's adoption in another site.
   g. costs of development and estimated costs of replication in other sites.
   h. services and materials offered by the demonstration site's staff.
2. Curriculum materials developed by the project unless published commercially.

3. Producer-Consumer Agreement that specifies commitment level materials and services available from the producer district and the commitments required of a consumer to be eligible for training.

Commitment

1. Replication manual(s) required for the project's adoption elsewhere. These may include teachers' manual(s), an administrator's or change agent's manual, a testing manual, etc.

2. A statement of the suggested first (and second and third if appropriate) year goals for a consumer district.

3. A "prototype" evaluation design based upon suggested consumer goals. This will be a simplification of the design used by the original program. This will measure the program's impact on students' cognitive and/or affective development in other districts.

The dissemination materials of each validated program are packaged and sent to resource centers and libraries throughout the state by the Office of Program Development.

Dissemination Responsibilities: A Summary Statement

For the reader's reference, the basic dissemination responsibilities of the state and local educational agencies are listed below. The responsibilities are organized in four categories: general, awareness, involvement, and commitment.

Staff of the producer district —— the local educational agency.	Staff of the Office of Program Development—— the state educational agency.

General

1. Cooperative activity: Selection of the appropriate dissemination format and dissemination goal for a validated educational program. Preliminary planning for the activities called for in a dissemination proposal.

2. Writing dissemination proposal to be submitted for ESEA, Title III funding.	2. Approval of dissemination proposals submitted for ESEA, Title III funding.
3. Writing and arranging for the production of all materials required by the dissemination plan.	3. Approval of an outline for and final text of all dissemination materials. Provision of technical assistance, as requested, for their writing, editing, and production. Technical assistance, as requested, in the preparation of audio-visual materials.
4. If appropriate, requesting permission of the New Jersey Commissioner of Education to copyright and publish materials.	4. Responding to requests for permission to copyright and publish materials developed through ESEA, Title III funding.
5. Writing evaluation report on the dissemination plan at the conclusion of the academic year.	

Staff of the producer district —— the local educational agency.	Staff of the Office of Program Development —— the state educational agency.

Awareness Level Activities

1. All presentations on the validated program and the dissemination services and materials available to interested persons.	1. Preparation and mailing of the catalogue "Educational Programs that Work" which describes the New Jersey demonstration sites. The mailing includes both statewide and national audience. See Appendix D for the list.
2. Contacting personally or in writing specific audiences with a potential interest in the program to explain the program and its dissemination services and materials.	2. Preparation and mailing of a technical brief for each demonstration site. The brochure gives an overview of the program and the dissemination services and materials available to interested persons. The brochure bears the endorsement of the New Jersey Commissioner of Education.
3. Making arrangements for presentations at professional conferences and conventions.	3. Mailing a packet of the dissemination materials of each demonstration site to resource facilities in the state, the U.S. Office of Education, the National Institute for Education and ERIC.
4. Writing press releases and journal articles describing the program and arranging for their publication.	4. Organizing statewide orientation workshops for one or more demonstration sites to address potential consumers.
5. Responding to inquiries about the program with information about the way consumers may participate in dissemination activities and the availability of dissemination materials.	5. Providing for the participation of demonstration sites in statewide conventions and conferences.
6. If appropriate, issuing a Request for Proposal to locate a commercial publisher for materials.	6. Arranging for the publication of information about the demonstration sites through major newspapers, the N.J. Public Broadcasting Authority, and educational journals.
	7. General presentations of the development and dissemination capabilities offered by the Office of Program Development to New Jersey educators.

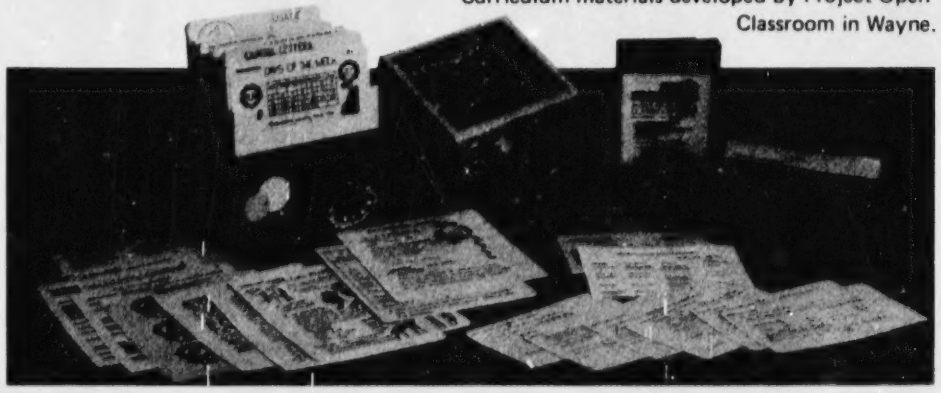
Project LEM booth at 1973 Ed. Fair helped visitors learn about the program.

Staff of the producer district —— the local educational agency.	Staff of the Office of Program Development —— the state educational agency.

Involvement Level Activities

1. Provision of a visitation program. 2. If appropriate, conducting workshops to provide special demonstrations of the program. 3. Supplying materials as requested. 4. Helping the staffs of potential consumer districts decide whether the program is suitable for them, and, if so, to plan its installation. 5. Securing commitments from consumer districts to take the training program.	1. Provision of monitoring, technical assistance and support services as requested.

Curriculum materials developed by Project Open Classroom in Wayne.



Commitment Level Activities

1. Provide training and follow-up consultation for consumer districts whose staffs make a commitment to replicate the program. 2. Certify that the essential components of the validated program were installed in consumer districts in a timely manner and in accordance with program specifications.	1. Provide monitoring, technical assistance and support services as requested.

Appendix A:

The Validation Procedure

The design of the procedure by which educational programs throughout the nation have been validated as successful, cost-effective, and exportable was a combined effort of the United States Office of Education, several state educational agencies, the National Advisory Council on Supplementary Centers and Services, and the National Association of State Advisory Council Chairmen. The procedure is organized through each state's Elementary and Secondary Education Act (ESEA), Title III program and carried out following the standards and guidelines recognized by the U.S. Office of Education. The program began in 1973 with the validation of 107 educational programs. Most of these programs were developed through ESEA, Title III funding, but validation is not necessarily restricted to such programs. The nomination of programs for validation is a decision of the ESEA, Title III Coordinator in each state. In New Jersey programs developed through other funding sources may be nominated for validation.

The first step in the validation procedure is for the staff of a local school district to complete an Application for Validation which cites the evidence for its program's success, cost-effectiveness, and exportability. If the state educational agency approves this application, arrangements are made for the program to be visited by a team of three or four educators from another state. This validation team examines the program's documentation, interviews participants including students, decides whether the program merits validation, and reports its findings to the state educational agency. Training for prospective members of validation teams is provided by the U.S. Office of Education. From the pool of trained validators, each state educational agency must draw validators for its programs. The cost of a validation team's visit to a program's site is borne by the state educational agency.

Each validated program may be disseminated by its state educational agency. Normally this is provided through ESEA, Title III funds. State agencies may also submit the evaluation data of each validated program to the Dissemination Review Panel of the U.S. Office of Education. Programs approved by this Panel may be disseminated nationally with funding from the U.S. Commissioner of Education's ESEA, Title III discretionary funds. The latter are often referred to as funds from Section 306, ESEA, Title III.

Complete information on this validation process may be found in **"Sharing Educational Success, A Handbook for Validation of Educational Practices,"** United States Office of Education, National Advisory Council on Supplementary Centers and Services, National Association of State Advisory Council Chairmen, State Departments of Education, Washington, D.C. 1974.

Evaluation specialist, Office of Program Development.

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Appendix B:

Dissemination Resource Materials

The following publications were written as part of the dissemination work of the Office of Program Development. They are available free of charge, upon request.

ESEA, Title III Dissemination Application, 1974-75.

ESEA, Title III Consumer Application, 1974-75.

"Educational Programs that Work:" A Catalogue of Demonstration Sites of Successful Educational Programs, 1973-74 edition.

"Educational Programs that Work:" A Catalogue of Demonstration Sites of Successful Educational Programs 1974-75 edition.

"Pathways to Success," A Manual for the Dissemination of Successful Educational Programs, 1974.

Evaluation Report for the New Jersey ESEA, Title III, Dissemination Program, 1974.

New Jersey ESEA, Title III Copyright and Dissemination Guidelines, 1972.

Awareness, Involvement, and Commitment level materials developed by the staffs of the New Jersey demonstration sites are available free or at cost from the directors of demonstration sites.

The camera caught this group sculpture movement during a recent teacher training workshop of Project MOPPET, developed in Woodbridge, New Jersey.

Appendix C:

New Jersey Educational Programs Validated as Successful, Cost-effective, and Exportable

Validated in 1973:

The Dale Avenue Project: Performance Objective Curriculm for Prekindergarten through Third Grade; Helen B. Hanson, Director; Dale Avenue School, 21 Dale Avenue, Paterson, N.J. 07505.*

Educational Services for Schoolage Parents; Anna Kelly, Director, 225 Comstock Street, New Brunswick, N.J. 08901.*

Individualized Language Arts: Diagnosis, Prescription, and Evaluation; Jeanette Alder, Director, Roosevelt School, Louisa Place, Weehawken, N.J. 07087.*

Interning for Learning; Harry Brown, Director; Caroline Underkofler, Coordinator; Rio Grande School, Delsea Drive, Rio Grande, N.J. 08242.

Learncycle; Barbara Pentre and Hilde Weisert, Codirectors; 249 Leonia Ave., Bogota, N.J. 07603.*

Learning Center: Integrated Alternative to Special Education; John McCool, Director, Winslow Township Public Schools, Central Avenue, Blue Anchor, N.J. 08037.

LEM: Learning Experience Module; Eleanor Russo, Director, Hackensack Public Schools 355 State Street, Hackensack, N.J. 07601*

MOPPET: Media Oriented Program Promoting Exploration in Teaching; Alfred Kohler, Director, School No. 18, Indiana Avenue, Iselin, N.J. 08830.

Open Classroom; Thelma Newman, Director, Alps Road, P.O. Box 1110, Wayne, N. J. 07470.

Pollution Control Education Center; Charles Murphy, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N.J. 07083.*

Prescriptive Teaching Workshop; Joseph Romanko, Director; Dolores Robertson,

Some of the materials that have been purchased by many schools in other states.

Disseminator; New Providence Public Schools, 309 South Street, New Providence, N.J. 07974.

SEE: Specific Education of the Eye; Milton Knobler, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N.J. 07083.*

Validated in 1974:

Academic Advancement Program: Mathematics; Joseph Dempsey, Director; Morris Public Schools, 50 Early Street, Morristown, N.J. 07960.

ACTIVE: All Children Totally Involved in Exercising; Thomas Vodola, Director; Township of Ocean Elementary School, Dow Avenue, Oakhurst, N.J. 07755.*

Glassboro's Right to Read Program; Nicholas Mitcho, Dorothy Wriggins, Codirectors; Glassboro Board of Education, Bowle Boulevard, Glassboro, N.J. 08208.*

Institute for Political and Legal Education; Barry Lefkowitz, Director; c/o Educational Improvement Center-South, Glassboro-Woodbury Road, Box 426, Pitman, N.J. 08071.*

Senior Elective Program; Newton Beron, Director, Rumson-Fair Haven Regional High School, Ridge Road, Rumson, N.J. 07760.*

*These programs have been approved for national dissemination by the Dissemination Review Panel of the U.S. Office of Education. The evaluation report for Interning for Learning has been submitted for review; their decision is pending at the time of this printing.

Appendix D:

Mailing list for information regarding the New Jersey demonstration sites of successful educational programs:

Selected staff: National Institute for Education.
Selected staff: United States Office of Education.
ESEA, Title III Coordinators in all states.
ESEA, Title III State Advisory Council Chairmen in all states.
ESEA, Title III Statewide Facilitators for Dissemination.
New Jersey State Board of Education.
Selected Staff: New Jersey Department of Education.
County Superintendents.
Helping Teachers.
Educational Improvement Centers: South and Northwest.
Local district staff: superintendents, principals, curriculum coordinators, social workers.
New Jersey ESEA, Title III State Advisory Council.
Selected professional educators' associations.
Educators in non-public schools upon request.
Association of Teacher Education Deans and Department Chairmen.
New Jersey Congressmen and Senators.
Senate Education Committee, New Jersey State Legislature.
House Education Committee, New Jersey State Legislature.
Individuals upon request.

The staff of Project MOPPET has trained the staffs of twenty-five New Jersey school districts and several student teachers.

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Sharing Educational Success, A Handbook for Validation of Educational Practices, United States Office of Education, National Advisory Council on Supplementary Centers and Services, National Association of State Advisory Council Chairmen, State Departments of Education, Washington D.C., 1974

A sampling of resource and curriculum materials produced by some of New Jersey's Title III projects.